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**FACULTY SENATE
SEPTEMBER 14, 1992
1453**

ANNOUNCEMENTS

1. Call for Press Identification.
2. Senators introduced themselves and the Chair provided opening comments.
3. Comments from Provost Marlin.
4. The Chair announced the awarding of Professor Emeritus status to: Kenneth Butzier, Price Lab; Douglas Doerzman, Student Field Experiences; Mary Dunbar, Ed Psych. and Foundations; Ned Ratekin, Curriculum and Instruction; Lynn Schwandt, Price Lab; Jonathan J. Lu, Geography; Douglas Martin Hieber, Library; Evelyn Wood, English Language and Literature; and Charlene Eblen, English Language and Literature.

REPORTS

5. The Senate approved the report from the Military Science Liaison and Advisory Committee. See Appendix A.

CALENDAR

6. 520 Recommendations from the Curriculum Committee regarding Curriculum Decision and Review. Motion was passed to docket in regular order (#455). See Appendix B.
7. 521 Request from Provost Marlin that the Senate Clarify the Policy for Undergraduate Academic Student Grievances. Motion was passed to docket in regular order (#456). See Appendix C.

NEW/OLD BUSINESS

8. Chair requested Senate volunteers for the yearly appointments to the General Education Committee and the Regents Awards Selection Committee.
9. The Chair stated Board of Regents has requested report on faculty productivity.
10. Questions on oral competency and articulation agreements referred to Marlene Strathe.

The Faculty Senate was called to order at 3:30 p.m., in the Board Room of Gilchrist Hall, by Chairperson Longnecker.

Present: Edward Amend, Diane Baum, Leander Brown, Phyllis Conklin, Kay Davis, Sherry Gable, Reginald Green, Randall Krieg, Roger Kueter, John Longnecker, Katherine Martin, Charles Quirk, Ron Roberts, Nick Teig, Mahmood Yousefi, Myra Boots, University Faculty

Absent: Robert Decker, Irwin Richter

ANNOUNCEMENTS

1. The Chair called for press identification, at which time no representatives identified themselves.
2. Introduction and Comments from Chair Longnecker.

The Chair asked Senators to introduce themselves by college/unit. He indicated vacancies remained in the College of Humanities and Fine Arts that would be filled by the next Senate meeting.

The Chair expressed his commitment toward maintaining a high core of education as the strategic planning process continues.

3. Comments from Provost Marlin.

Provost Marlin welcomed Senators and expressed optimism for the year ahead.

She stated there were many positive outcomes from the budget, despite negative ramifications such as \$1/2 million loss in equipment money, and tuition revenue less due to a lower than budgeted Fall 1992 enrollment (13,045).

She stressed that some of these positive outcomes were salary increases, increase in supplies and services, funds for the Center for Recycling and Reuse, and additional funding for Child Care. She indicated the UNI Child Care Center would be moving from the Education Center to the Lab School and would be accepting newborns. She also stated the \$800,000 that had been secured for enrollment growth has been allocated for new faculty positions. She based their decisions on recommendations she received from the University Strategic Planning Committee and the Deans. She also indicated the last candidate for the Center for Enhancement in Teaching would be interviewed next week, and encouraged the Senate's feedback.

In conclusion, Provost Marlin expressed sincere appreciation to senators and faculty for the support she received through letters and conversations during the past year.

4. The Chair announced the awarding of Professor Emeritus status to Kenneth Butzier, Price Lab; Douglas Doerzman, Student Field Experiences; Mary Dunbar, Ed Psychology and Foundations; Ned Ratekin, Curriculum and Instruction; Lynn Schwandt, Price Lab; Jonathan J. Lu, Geography; Douglas M. Hieber, Library;

Evelyn Wood, English Language and Literature; and Charlene Eblen, English Language and Literature.

REPORTS

5. Teig moved, Gable seconded for acceptance of the report of the Military Science Liaison and Advisory Committee. Motion passed. See Appendix A.

CALENDAR

6. 520 Recommendations from the Curriculum Committee regarding Curriculum Decision and Review.

Brown moved, Baum seconded to docket in regular order (#455). Motion passed. Appendix B.

7. 521 Request from Provost Marlin that the Senate Clarify the Policy for Undergraduate Academic Student Grievances.

Amend moved, Quirk seconded to docket in regular order (#456). Motion passed. Appendix C.

NEW/OLD BUSINESS

8. The Chair requested Senate volunteers for the yearly appointments to the General Education Committee and the Regents Awards Selection Committee.

Senator Kueter was appointed to serve a on the General Education Committee, and Senator Quirk was appointed to serve on the Regents Awards Selection Committee.

9. The Chair stated the Board of Regents has requested a report on faculty productivity by December 1992. Provost Marlin has requested the Senate's consideration of effective streamlining of committee work as a possible part of this faculty productivity report.

In the discussion that followed, it was the general consensus that the Committee on Committees would have the best documentation of existing committees and their individual charges, and could provide the best overall view as to where similar charges existed and streamlining could take place.

Kueter moved and Amend seconded to have Committee on Committees review all committees, and bring recommendations to Senate.

After a short discussion, Senator Quirk called a question on the motion. Motion carried. The Chair indicated he would relay this information to the chairman of the Committee on Committees.

10. Senator Brown raised a question regarding oral competency and Senator Quirk also raised a question regarding articulation agreements among community colleges. It was determined both of their questions should be referred to Marlene Strathe.

There being no further business, the Chair ruled the meeting adjourned at 4:31 p.m.

Respectfully submitted,

Diane Wallace
Secretary

These minutes shall stand approved as published unless corrections or protests are filed with the Secretary of the Senate within two weeks of this date, September 21, 1992.

APPENDIX A

To: University Faculty Senate, Chair, John Longnecker

From: R. B. Campbell, Chair, Military Science Liaison and Advisory Committee

Re: 1992 Annual report

Date: May 1992

The Department of Military Science Liaison and Advisory Committee met several times this year. We assessed the teaching of two faculty members; as usual, we found they were making a quality contribution to the University.

Lt. Colonel Mark Levitt will end his assignment as Professor (Head) of Military Science at this University in July. He will be replaced by Lt. Col. Timothy A. Rippe, whose credentials were reviewed by the committee before appointment. The army has upgraded the position of Professor of Military Science to Lt. Col. (after being at the rank of Major for a year), but some schools are staffed at a lower rank. Capt. Wanda Good has ended her assignment at this University, and Major Robert Dull will retire in July. We reviewed the credentials of Capt. Kent D. Wales who will join our teaching staff this fall; this results in a net reduction in teaching staff. The program also suffered from loss of a University secretary because of the budget cuts here. (The University provides the program with secretarial support and a small supplies and services budget.)

There were 59 students enrolled in Military Science classes this Spring. The transitional effect of deferring commissions until graduation (which was enacted last year) was still present this year: only eight officers were commissioned. However, twenty commissions are anticipated next year, which will satisfy the goal of fifteen set by the army.

A total of 10 students received ROTC scholarships which, in conjunction with living allowances amounted to almost \$40,000 total. In addition, many of the students enrolled in military science courses are receiving support from the GI bill. Eleven scholarships are anticipated for next year.

The Military Science program has been negatively impacted by cutbacks both in the Army and at UNI. It still remains a strong program, and provides a valuable option for many of our students.

cc: MSLAC members



TO: Professor John Longnecker

FROM: Marlene Strathe

DATE: April 23, 1992

RE: University Curriculum Processes

Attached please find the recommended changes in university and college curricular policies as forwarded by the University Curriculum Committee. These reflect experiences from this past curricular cycle as well as modifications the Committee deemed important in the responsibilities of the Council on Teacher Education.

All underlining reflects new insertions, shading reflects recommended deletions, and on page 43-A-4 the lines through 2 a-d reflect a desire to delete this section which was originally approved by the Faculty Senate. The major change was the reinstatement of the university level review of restatements, new courses, and course changes.

/c

Attachment

UNIVERSITY AND COLLEGE CURRICULAR POLICIES

Curricular Change, Policies and Procedures for Effecting

The Curriculum of the University of Northern Iowa is a proper concern of the faculty, the administration, and the students. Although the faculty has primary responsibility for the curriculum, the responsibility is shared by the academic administrators who must implement the curriculum, and by the students for whom it is designed. Some curricular programs involve the individual instructional departments for the most part; others involve the departments and the colleges jointly; and still others involve the university as a whole. To deal appropriately with curricular matters, departmental, college, and university committees have been created. Each committee has specific responsibilities, but no committee functions autonomously.

Because of the interdependence of parts of the curriculum, it is necessary that there be review and coordination at various levels. An effective curriculum, moreover, must have an internal consistency over a period of time; yet it must simultaneously be responsive to change. It is necessary, therefore, that there be both continuity and flexibility of curricular programs. To these ends, certain procedures have been established for effecting changes in the curriculum.

The Line of Responsibility

The decision-making power resides at various levels in those bodies responsible for the determination of policy and the allocation of resources. Usually, proposed curricular changes are initiated by the departmental faculties, but they may at times be initiated by the collegiate faculties, university councils/committees, or by the general faculty. Normally, the process of effecting curricular change moves from the level of the department to the college, to the university as a whole, and finally to the Iowa Board of Regents. New programs, degrees, and courses must have the approval of the appropriate bodies of both the university and the Board of Regents. Other curricular changes, including modification of established programs and new courses designed for established programs, must have the approval of the appropriate bodies within the university.

Committees and Responsibilities

The process for recommending curricular changes follows:

Department

The Department shall originate all curricular proposals within the appropriate jurisdiction of the department. Interdisciplinary programs and programs of broad scope may originate with other organs of the faculty with departmental consultation as appropriate. The Department shall be responsible for course and program description and justification; course integrity; explanation of any duplication; impact statement, short- and long-term staff and financial implications; short- and long-term interdepartmental implications.

Council on Teacher Education

The Council on Teacher Education shall review all curricular proposals which involve teaching majors, minors, or professional education requirements. The

Council, when deemed necessary, may originate curricular proposals with departmental consultation as appropriate.

College

The college receives and examines all proposals. The College shall be responsible for evaluating; a) course and program description and justification; b) course integrity; c) duplication; d) impact statement, short- and long-term related to staff and financial implications, and inter-departmental implication. The College shall hear appeals from faculty members and departments. ~~The college level shall have final responsibility for decisions on degrees, majors, or minors, new courses, revisions of courses, dropped degrees, majors, minors and admissions, and requirements; unless unresolved objections exist or proposals violate curricular structure policy.~~

University Curriculum Committee

The University Curriculum Committee shall receive copies of all undergraduate curricular proposals. The UCC shall study and approve or disapprove all new undergraduate degrees, majors and minors, and restatements of majors and minors. In addition the Committee shall review all new courses and course changes and act upon all items that violate curricular structure/policy or have unresolved objections. The UCC shall consider only in extraordinary circumstances proposals which have not been processed through department and college curricular bodies. The UCC shall distribute Minutes of its proceedings to the Graduate Council, advise the Graduate Council of program decisions which impact upon graduate courses and programs to a degree which is significantly different from past operations; seek to reconcile with the Graduate Council, through whole bodies or designated representatives, those differences pertaining to impact concerns; and notify the University Faculty Senate when the UCC is unable to resolve impact concerns with the Graduate Council. The UCC will hear appeals from decisions made by colleges. The UCC shall forward to the Senate all approved degrees, courses, and programs.

Graduate Council

The Graduate Council shall receive copies of all graduate curricular proposals. The Council shall study and approve or disapprove all new graduate degrees, and programs. In addition, the Council shall review and act upon all items that have unresolved objections or proposals that violate curricular structure/policy. The Council shall consider only in extraordinary circumstances proposals which have not been processed through department and college curricular bodies. The Council is responsible for evaluating University impact and duplication. The Council shall distribute Minutes of its proceedings to the UCC; advise the UCC of degree and program decisions which impact upon undergraduate courses and programs to a degree which is significantly different from past operations; seek to reconcile with UCC, through whole bodies or designated representatives, those differences pertaining to impact concerns; and notify the University Faculty Senate when the Graduate Council is unable to resolve impact concerns with the UCC. The Council shall hear appeals from decisions made by colleges. The Graduate Council shall forward to the University Faculty Senate all approved degrees, courses, and programs.

University Faculty Senate

The University Faculty Senate shall delegate to the UCC and the Graduate Council responsibility for final faculty approval of all curricular proposals except: a) departmental or college appeals subsequent to appeals at all appropriate subordinate levels; b) UCC or Graduate Council appeals; c) new degrees or programs which differ from existing degrees or programs to the extent that the University faculty should be consulted; d) changes approved by the University Committee on Curricula or by the Graduate Council that have not been approved by the appropriate college(s); e) other issues of substantial university-wide impact, as determined by the University Faculty Senate. The University Faculty Senate shall recommend all approved curricular proposals for transmittal to the Board of Regents.

Curricular Changes

At all review levels, changes in curricular proposals can be made only after communication with the original recommending body.

Experimental/Temporary Courses

Experimental/temporary courses can be offered under the x59 designation up to three times, after which the course must either be dropped, be under curricular review, or, to be offered again, must be approved as a new course. Once such a course has been submitted for approval, it may be continued to be offered until approved or rejected. Since x59 courses are not a part of the established university curriculum and are not listed in the catalog, the decision to offer them, after approval by the department, is an administrative one between the appropriate department head(s) and college dean(s). Approval and scheduling of x59 courses should be reported in duplicate on Form 59 to the Office of Academic Affairs and to the Registrar.

Dropped Courses

Courses dropped from departmental offerings by departments themselves may be reinstituted within the subsequent four-year period. After this four-year period, reinstitution would require resubmission as a new course.

Seldom/Never Offered Courses

Courses not offered within the previous four-year period will automatically be dropped from the curriculum unless a department specifically requests retention. A course dropped from the curriculum may be reinstituted within the subsequent four-year period. After this four-year period, reinstitution would require resubmission as a new course.

Effective Date

Curricular changes become effective at the beginning of the term following publication in the university catalog or its supplement.

University Faculty Senate Policy and Procedures

Department shall

1. Originate all curricular proposals within the appropriate jurisdiction of the department. Interdisciplinary programs and programs of broad scope may originate with other organs of the faculty with departmental consultation as appropriate.
2. Be responsible for:
 - a. course and program description and justification
 - b. course integrity
 - c. explanation of any duplication
 - d. impact statement, short- and long-term
 - 1) staff and financial implications
 - 2) inter-departmental implications
 - e. informing other department curriculum chairs and, when necessary, appropriate university councils/committees, program directors and administrators.
 - f. forwarding curricular proposals to the University Curriculum Editor for initial review.

Council on Teacher Education shall:

1. Examine all proposals related to teaching majors, minors, or professional education requirements, for licensure requirements, duplication, and interdisciplinary implications.
2. Be responsible for evaluating:
 - a. course and program description and justification
 - b. course integrity
 - c. duplication
 - d. impact statement, short and long term
 - 1) staff and financial implications
 - 2) inter-departmental implications
2. Act upon and Review all proposals for
 - a. new teaching degrees/majors/minors/professional education requirements
 - b. modification of teaching degrees/majors/minors/ professional education requirements
 - c. new courses/revised courses included in teaching majors/ minors/professional education requirements
 - d. dropped degrees/majors/minors/courses in teaching majors/minors/ professional education requirements
 - e. admission/exit requirements to teacher education programs
3. Hear appeals and provide a forum for ~~from~~ faculty members and departments.
4. Forward recommendations to the appropriate college governance structure all relevant curricular matters.
5. Forward to the UCC and Graduate Council all new teaching degrees/majors/ minors or professional education requirements, unresolved objections, and items which violate curricular structures/policies.

College shall

1. Examine all proposals.
2. Be responsible for evaluating:
 - a. course and program description and justification
 - b. course integrity
 - c. duplication
 - d. impact statement, short- and long-term
 - 1) staff and financial implications
 - 2) inter-departmental implications
3. Review and act upon all proposals for
 - a. new degrees/majors/minors
 - b. modification of degrees/majors/minors
 - c. new courses/revised courses
 - d. dropped degrees/majors/minors/courses
 - e. admission/exit requirements
4. Hear appeals from faculty members and departments.
5. Forward to the University Curriculum Editor all approved curricular matters.
6. Forward to the UCC and Graduate Council all new degrees/majors/minors, unresolved objections, and items which violate curricular structures/policies.

University Curriculum Committee (UCC) shall

1. Receive copies of all curricular proposals.
2. Study and approve or disapprove all new undergraduate degrees, majors and minors, and restatements of all majors and minors.
3. Review all new courses and course changes and act upon all unresolved objections and items that violate university curriculum structure/policy.
4. Consider only in extraordinary circumstances proposals which have not been processed through department and college curricular bodies.
5. Be responsible for evaluating:
 - a. University impact
 - b. duplication
6. Hear appeals from decisions made by colleges or recommendations from university councils, committees, or commissions.
7. Distribute minutes and advise the Graduate Council of program decisions which impact upon graduate courses and programs to a degree which is significantly different from past operations.
8. Seek to reconcile with the Graduate Council, through whole bodies or designated representatives, those differences pertaining to impact concerns.
9. Notify the University Senate when the UCC is unable to resolve impact concerns with the Graduate Council.
10. Forward to the Senate all approved courses and programs.

Graduate Council shall

1. Receive copies of all curricular proposals.
2. Study and approve or disapprove all graduate degrees and programs.
3. Consider only in extraordinary circumstances proposals which have not been processed through department and college curricular bodies.
4. Be responsible for evaluating:
 - a. University impact
 - b. duplication
5. Hear appeals from decisions made by colleges.

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6. Distribute minutes and advise the UCC of degree and program decisions which impact upon undergraduate courses and programs to a degree which is significantly different from past operations. Significantly, is construed to mean any instance in which bonafide claim can be made that the essential character of existing offerings will be materially affected by what is proposed such that it is changed or impaired in such a way as to no longer represent what was intended. Mere dissatisfaction caused by the necessity of making minor adjustments is not to be considered a bonafide claim.
7. Seek to reconcile with UCC, through whole bodies or designated representatives, those differences pertaining to impact concerns.
8. Notify the University Senate when the Graduate Council is unable to resolve impact concerns with the UCC.
9. Forward to the University Senate all approved degrees, courses, and programs.

University Faculty Senate shall

1. Receive reports of all actions of the University Committee on Curricula and of the Graduate Council.
2. Review curricular actions of the University Committee on Curricula and of the Graduate Council that have not been approved by the appropriate departments or colleges.
3. Act on all new degrees and all programs which differ from existing degrees to the extent that the university faculty should be consulted.
4. Review departmental or college appeals, subsequent to appeals at all appropriate subordinate levels. Such appeals shall be restricted to university-level issues such as impact on other programs. Where the Senate finds in favor of an appeal, the matter shall be returned to the appropriate jurisdiction for disposition in accordance with that finding.
5. Review appeals, requests for reconsideration, and unresolved disagreements with each other from the University Committee on Curricula and from the Graduate Council.
6. Review other issues of substantial university-wide impact when, in its judgment, important University Faculty concerns have not been adequately recognized in the decisions of subordinate bodies. This is understood to be a rare rather than a normal activity of the Senate.
7. Recommend all approved curricular proposals for transmittal to the Board of Regents.

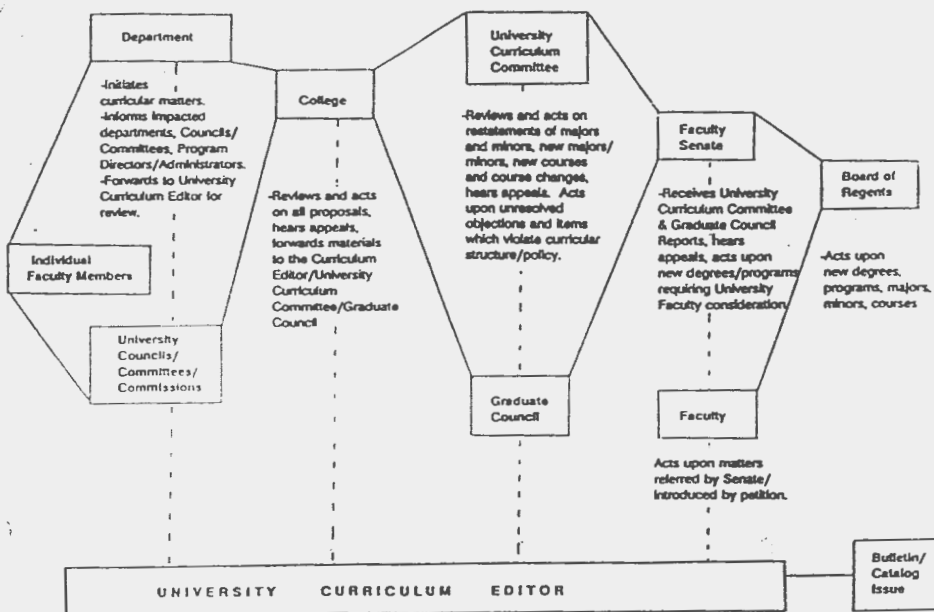
University Faculty shall

act upon any curricular matters referred by the Faculty Senate or introduced by petition.

Changes in Curricular Proposals

At all review levels, changes in curricular proposals can be made only after communication with the original recommending body.

APPENDIX B





August 24, 1992

Professor John Longnecker
Chair, University Faculty Senate
University of Northern Iowa

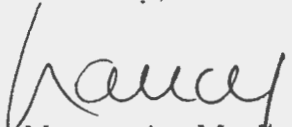
Dear John:

Attached is the University's policy for undergraduate academic student grievances, as approved by the University Faculty Senate. As a result of a situation you brought to my attention, I think that the policy needs to be clarified. Specifically, the delineated appeal route consists of the instructor, department head (twice), the dean, and the Undergraduate Student Academic Appeals Board. At each level of the formal appeal process, the policy states that a recommendation will be made and each party notified of the recommendation, but there is ambiguity as to whether such recommendations are to be implemented. My own interpretation is that the recommendations at the various stages can be implemented only by the faculty member or Appeals Board, but the ambiguous language has lead to varying practices on campus. I ask that the Senate clarify the intent of this language.

If the intent is that a change may be made only by the faculty member or Appeals Board, I think the extant multiple levels of appeals function as unnecessary impediments to students. I ask that the University Faculty Senate consider simplifying what I think is an overly bureaucratic process that is not in the best interest of our students.

I would be happy to discuss this issue with you or with the Senate.

Cordially,


Nancy A. Marfin
Provost

c: Academic Affairs Council
University Faculty Senate

APPENDIX C

GRIEVANCES — STUDENT ACADEMIC (UNDERGRADUATE)

Both university communities and the civil courts have shown increasing concern for providing students with equitable due process procedures in matters of student discipline. Similarly, the university needs to provide equitable due process procedure in academic matters. Within the framework of academic freedom and the integrity of the classroom, academic due process for the redress of classroom grievances must be available to students. In recognition of this, the University of Northern Iowa hereby establishes the following procedures for the redress of student grievances.

A student who feels aggrieved because of something that an instructor has done or not done should, first of all, state the grievance to the instructor.

It is assumed that the student will initiate this action within a reasonable period of time. If the alleged injustice occurs in either a spring semester or a summer session, the action must be initiated no later than thirty (30) days after the start of the fall semester. If the alleged injustice occurs in a fall semester the action must be initiated no later than thirty (30) days after the start of the spring semester. Students who must be off-campus for academic requirements such as student teaching or field experience during the aforementioned thirty (30) days must initiate such action no later than thirty (30) days after the completion of such off-campus experience.

The instructor is obligated to hear the student's grievance and (a) to redress the grievance, or (b) to explain why in the instructor's judgment the grievance is without substance.

If the student remains unsatisfied with the redress or the explanation that has been offered, the next step would be to contact the instructor's department head.

The department head shall hear the student's grievance. If the grievance seems to the department head to have no reasonable ground, the student shall so be informed. If, on the other hand, it seems to the department head that there may be some reasonable ground for the student's complaint, the head shall invite the instructor to state the other side of the case. The instructor shall respond to this invitation from the department head.

After hearing both sides, the department head shall either (a) suggest to the instructor that redress be granted for what seems to be a real grievance, or (b) advise the student that the complaint seems to be without substance and ought to be abandoned. In case of (a), the instructor may accept or reject the department head's suggestion.

If the student remains unsatisfied with the redress, or the explanation that has been offered, an appeal may be initiated by obtaining an appeal form from the department office.

To complete the appeal form, the student is required to state in writing the specific nature of the grievance. The grievance must allege specific errors or improprieties in the instructor's discharge of academic duties. Only evidence pertinent to the grievance is to be included.

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The filing of the appeal form and the detailed explanation of the alleged grievance with the department head constitutes the first step of the formal appeal procedure. Simultaneously the student must notify the instructor of this action, using the form provided. It is expected that the faculty member shall provide the department head with a written explanation of his/her position in the dispute.

The department head shall meet separately with each party, make a recommendation from his/her findings, and notify each party of his/her recommendation within ten (10) school days after receiving the appeal. The department head is not to exert pressure on either party, but rather is to serve as a first evaluator. The matter may end at this point if the student is satisfied.

If the student chooses to continue the appeal, appeal papers must be submitted to the dean of the college. The dean shall meet separately with each party, make a recommendation from his/her findings, and notify each party of his/her recommendation within ten (10) school days after receiving the appeal. The dean is not to exert pressure on either party but, rather, is to serve as a second evaluator. The matter may end at this point if the student is satisfied.

If the student chooses to continue the appeal, appeal papers must be submitted to the Chair of the Undergraduate Student Academic Appeals Board, in which is vested the final student-faculty authority in undergraduate academic appeal matters.

The Undergraduate Student Academic Appeals Board shall have nine members, five faculty and four students.

The faculty members shall be tenured, with the rank of assistant professor or higher, one to be elected by and from the instructional faculty of each undergraduate college and the School of Business for a three-year term. Faculty members may be reelected to a second three-year term.

Student members shall be appointed by the UNISA Senate for one-year terms; students may be reappointed to serve second terms.

The Chair shall be elected from among the five faculty members; the Chair must be approved by the UNISA Senate. The Chair shall vote only in the case of a tie.

The Chair places a case on the Board docket, arranges the time and place for the hearing, and provides the Board review of the appeal papers prior to the hearing. Notice of the hearing and rules governing the Board are made available in advance to both parties. It is expected that the hearing will be held within twenty (20) school days after the case has been filed with the Chair. The Board has discretionary power to delay the hearing due to mitigating circumstances.

The Board follows these procedures in hearing an academic appeal:

1. Hearings are closed unless an open hearing is requested by the student.

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2. Hearings are informal, but a taped transcript is made; this transcript is confidential. After resolution of the appeal, the tape will be filed in the Office of the Vice-President and Provost.
3. The faculty member and the student will have access to written statements of the other prior to the hearing or prior to any questioning by members of the Board at the time of the hearing.
4. Both parties to the appeal have the right to present additional evidence to the Board, subject only to the Board's judgment that such evidence is relevant to the case. Similarly, either party may ask members of the university community (students, faculty, staff) to present testimony, again, subject only to the Board's judgment that such testimony is relevant to the case. In making judgments on the relevance of such evidence or testimony the Board will, consistent with the gravity of such proceedings, admit such testimony or evidence unless the Board judges it clearly not to be germane to the case.
5. Both parties to the appeal have the right to ask questions of the other during the hearing. Questions must be relevant to the issues of the appeal.
6. The members of the Board may question both parties to the appeal. Questions must be relevant to the issues of the appeal.
7. Whenever the Student Academic Appeals Board feels the need of expert advice within a particular area of scholarship, the Board shall have the authority, and the University shall provide the necessary means, to seek that advice from experts not connected with the institution.
8. Upon request from the Board, it is expected that the faculty members shall make available such records as are pertinent to the appeal. The confidential nature of these records will be safeguarded.
9. Appeals are decided by a majority vote of the Board.
10. A quorum consists of six members including the Chair.

The decision and the reasons for the decision are reported in writing to both parties, to the officials who reviewed the appeal, and to the Office of the Provost and Vice President for Academic Affairs. The student pursuing the grievance may, within ten class days of being notified of the Board's decision, make a written request to the Office of the President of the university for a review of the procedures which led to that decision. Such a request must include a statement of any perceived procedural irregularities involved in the decision. In such cases, the Office of the President of the university will immediately transmit the request, all exhibits entered as evidence, and the transcript of the Board proceedings to a procedural reviewer who shall be one of the five attorneys who have agreed to constitute the Panel of Hearing Officers.** The Procedural Reviewer will examine the materials forwarded from the Office of the President, and will render a decision within two weeks of their reception. The Procedural Reviewer may either remand the decision to the Board on the grounds of prior procedural irregularities (in which case the Board is obliged to reconsider the case

APPENDIX C

in the light of the specified procedural problems), or may uphold the Board's decision as procedurally sound. In case a grade is changed, the Registrar receives a copy of the decision, authorizing a change in the grade on the student's official records. If the case involves suspension from the university and is resolved in favor of the student, the Committee on Admission and Retention receives a copy of the decision authorizing it to reinstate the student if appropriate. If the case involves suspension of the student and is not resolved in the student's favor, the Office of the Vice President for Academic Affairs is charged with the responsibility of seeing that the suspension is immediately implemented.

**The University shall maintain a roster of five (5) attorneys who have agreed to constitute a panel of Hearing Officers. Unless a challenge for cause is received, the attorneys shall serve in regular rotation as formal hearings are scheduled.

(University Faculty Senate, May 20, 1974, Sept. 26, 1977, Jan. 28, 1980, Nov. 9, 1981, April 26, 1982, February 14, 1983)